



KASC SCHOOL PLANNING KIT (ALSO INCLUDED IN KASC DISTRICT PLANNING KIT)

## FUNDING SOURCES

Here's an overview of financial resources available to support your School Plan. It does not include all legal limitations: your district coordinator for each program can alert you to any legal problems with how you plan to use any of these resources.

<b>DISTRICT GENERAL FUND AND COUNCIL ALLOCATIONS</b>	
<b>Districtwide Expenditures</b> <i>Section 3 of 702 KAR 3:246</i>	<p>This part of each district's General Fund is not allocated to councils. There are 13 kinds of spending that can be treated as districtwide, and all are listed in Section 3 of the School Council Allocation Formula regulation (702 KAR 3:246). This amount is identified by May 30 each year. Even though the money is not allocated, some of it may still be used for itinerant teachers, extra paid time for staff, and other parts of a School Plan.</p>
<b>Staff</b> <i>Section 4 Certified and Section 5 Classified Allocations</i>	<p>Each school's funding for staff is determined in two steps. A school board formula is used to make a list of positions, and then the district salary schedule is used to attach a dollar figure to each position. The council may use this money for a different set of positions than the district's list, but must stay within its total allocation. Councils receive this allocation by March 1 each year.</p>
<b>Minimum ADA</b> <i>Section 6 Allocation</i>	<p>Each school's average daily attendance (ADA) for the previous year is multiplied by a fixed amount per pupil. The amount is at least 3.5% of the basic per pupil funding guaranteed by the state and can be higher if the district wishes. Councils receive this allocation by March 1 each year. This is the main money available to the school for instructional materials and the like.</p>
<b>Board Vote on Council Request for Remaining Funds</b> <i>Section 7(b) Allocation</i>	<p>Each council can request additional funds for needs identified in its School Plan. The local board of education can then vote on which (if any) of those requests to grant. This is one way a district can allocate "remaining funds." Councils receive this allocation by May 30 each year.</p>
<b>Board Vote on Disaggregated Data and Remaining Funds</b> <i>Section 7(c) Allocation</i>	<p>The local board of education can look at data that has been broken down by gender, race, poverty, disability and other factors (disaggregated data), and vote to provide some funds targeted to special needs it sees in that data. This is another way to allocate "remaining funds." Councils receive this allocation by May 30 each year.</p>
<b>Remaining Funds ADA</b> <i>Section 7(a) Allocation</i>	<p>If the board votes under 7(b) and 7(c) do not use all the "remaining funds," the dollars not used are allocated among the schools based on their prior year average daily attendance (ADA). Councils receive this allocation by May 30 each year.</p>

## ADDITIONAL INFORMATION ON REMAINING FUNDS AND COUNCIL ALLOCATIONS

How do you calculate the “remaining funds”? You take the total Tentative Budget for the General Fund and you subtract districtwide expenditures, staff allocations, and minimum ADA allocations. It really is that simple.

It can help to imagine the General Fund budget as a pie being sliced. Districtwide is a big slice, and then the staff and minimum allocations for all schools are additional slices. When those are gone, remaining funds are what are left, and Section 7 governs how that part is distributed. The board can vote to use it based on council requests: that’s following the Section 7(b) method. The board can also vote to allocate based on disaggregated data: that’s Section (7)(c). If anything is left after that, the Section 7(a) rules hand out one final set of slices based on ADA. When that’s done, the whole budget pie has been sliced.

**Here’s a very important point:** If you want any Section 7(b) funds, you must make a council request. Failing to make requests means that your board cannot give you any money under this provision—not even if it funds requests from every other school and wants to give your school support as well. Making a formal Section 7(b) request is the only way you can give your board an opportunity to consider your school’s unique needs. (With no request, you could still get dollars based on disaggregated data or average daily attendance.)

STATE FUNDING	
<b>ESS</b> <i>Extended School Services</i>	For students who need additional instructional time to reach state standards, this money supports help beyond the regular school day, week or year. Can also provide matching funds for grants for reading instruction outside the regular classroom during the school day.
<b>PD</b> <i>Professional Development</i>	For school staff (plus parents on the council and committees), this money supports a wide range of activities to develop knowledge and skills to move all students to proficiency. Not just workshops: Subject matter academies, networks, institutes, seminars, study groups, collegial planning, action research, mentoring, university courses, and other approaches.
<b>State Preschool</b>	Four year olds from low-income families and three and four year olds with disabilities are eligible for free preschool services.
<b>Textbooks</b>	Textbooks and other materials that are on the state recommended list or meet the criteria for that list can be purchased with this money. (The 2003-4 state budget does not include any funding for this program.)
<b>Safe Schools</b>	This funding is officially governed by School Safety Plans rather than Comprehensive School Improvement Plans. However, when the same activity will help with the goals of both Plans, you may want to include them in both Plans to help your community understand how the resources are being used.
<b>KETS</b> <i>Kentucky Education Technology System</i>	Education technology that meets state quality standards is part of the state-approved district technology plan.
<b>Gifted and Talented</b>	Direct services to students who are identified as gifted and talented. 75% of this funding must be used for certified staff.
<b>CSIF</b> <i>Commonwealth School Improvement Fund</i>	For improvement strategies at schools “in need of assistance” under Kentucky’s accountability system (level 1, 2 and 3 assistance). During 2002-3 and 2003-4 this money will be used for activities to close achievement gaps.

## SPECIAL INFORMATION ON FLEXIBLE FOCUS

Five state programs now have “Flexible Focus” funding. That means the district can move money from any of them to any of the others. The district must still provide the full services required by each of the programs. The five Flexible Focus programs are ESS, PD, Preschool, Safe Schools, and Textbooks.

<b>FEDERAL NO CHILD LEFT BEHIND (NCLB) FUNDING</b>	
<b>Improving Basic Programs</b> <i>Title I, Part A</i>	Supports effective, research based-instructional strategies to help students meet challenging state standards. Schools where 40% of students (or more) come from low-income families can have a “schoolwide” program that serves all students. Other schools can have a “targeted” program for the students most at risk of not meeting state standards. (To have a targeted program, the poverty level must be at least equal the district average <u>or</u> be at or above 35%.)
<b>Even Start Continuation</b> <i>Title I, Part B, Subpart 2</i>	Supports family literacy programs that combine early childhood education, adult literacy or adult basic education, and parenting education. (Beginning a grant requires a separate application: the Comprehensive Improvement Plan can count as an application to continue the grant.)
<b>Migratory Children</b> <i>Title I, Part C</i>	Supports services to help students meet challenging state standards if their families make repeated moves.
<b>Neglected, Delinquent, At-Risk</b> <i>Title I, Part D</i>	Supports services to help students meet challenging state standards while in institutions for neglected or delinquent children. Also supports transition programs for those students, dropout prevention, and support programs for continued education of dropouts and those formerly in those institutions.
<b>High Quality Teachers &amp; Principals</b> <i>Title II, Part A</i>	Supports strategies for improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. For example, staff professional development, recruitment efforts, and retention efforts.
<b>Education Technology</b> <i>Title II, Part D</i>	Supports activities to help all students be technologically literate by the end of eighth grade and to use technology for effective teacher training and curriculum development.
<b>Limited English and Immigrant Students</b> <i>Title III, Part A, Subpart 1</i>	Language instruction and other steps to help students with limited English proficiency, including immigrants develop high levels of academic attainment in English, and meet challenging State standards
<b>Safe &amp; Drug Free</b> <i>Title IV, Part A</i>	Support programs that prevent violence in and around schools and the illegal use of alcohol, tobacco, and drugs.
<b>Innovative Programs</b> <i>Title V, Part A</i>	Funds research-based educational reform and school improvement programs. Specifically mentions library services, instructional and media materials, at-risk youth, professional development, and class size reduction.
<b>Rural &amp; Low Income</b> <i>Title VI, Part B, Subpart 2</i>	Provides additional support for NCLB-related activities in districts that often lack the personnel to apply for other grants.

#### SPECIAL INFORMATION ON TRANSFERABILITY

Districts can choose to move money from some of these programs to others. The money can be moved from High Quality Teacher and Principals, Education Technology, Safe and Drug Free, and Innovative Programs. It can be moved to Improving Basic Programs (Title I, Part A), either schoolwide or targeted.

<b>OTHER FEDERAL FUNDING</b>	
<b>IDEA Basic</b> <i>Individuals with Disabilities Education Act</i>	Services needed to educate students with disabilities.
<b>IDEA Preschool</b> <i>Individuals with Disabilities Education Act</i>	Preschool for children with disabilities.
<b>Perkins</b>	Vocational and technical education programs.
<b>McKinney-Vento Continuation</b>	Support for homeless children. Beginning a grant requires a separate application: the Comprehensive Improvement Plan can count as an application to continue the grant.
<b>E-Rate</b>	Special arrangements for major savings to schools on the costs of internet access. Also called Universal Service Administrative Company (USAC) Schools and Libraries Division.

*This Funding Sources document is part of the KASC School Planning Kit. The Kentucky Association of School Councils can be reached at [kasc@kasc.net](mailto:kasc@kasc.net), 859/238-2188, or Post Office Box 784, Danville, KY 40423 for more information.*